

Fall 1973

Bulletin of the National Ed.D. Program for Educational Leaders Fall, 1973

Nova University

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Bulletin of The National Ed. D. Program for Educational Leaders

Fall, 1973

AN OVERVIEW

Nova University was chartered in 1964 as a graduate university. It became affiliated with the New York Institute of Technology in 1970.

The National Ed.D. Program for Educational Leaders is one of three off-campus programs available through Nova's Center for Professional Development. The Center also offers the National Ed. D. Program for Community College Faculty and the D.P.A. and M.P.A. Graduate Program in Public Administration.

Degrees offered to students on-campus are: Ph.D. in Behavioral Science; Ph.D. in Microbiology; Ph. D. in Physical Oceanography; M.S. in School Guidance; M.S. in Counseling; M.S. in Psychometry; M.S. in Early Childhood Education; and M.S. in Instructional Systems.

Nova University is chartered by the state of Florida. In 1971 it was accredited as a special purpose (graduate) institution by the Southern Association of Colleges and Schools. The program is accredited by all other regional associations in the United States on a reciprocal basis. Nova University is a private, non-sectarian, non-profit, racially non-discriminatory institution.

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PURPOSES OF THE PROGRAM

The purpose of this report is to present in one document complete information concerning the Nova University National Ed.D. Program for Educational Leaders—a new program for improving leadership in the elementary and secondary schools of the United States. This program is designed to:

- develop persons already in administrative roles in the schools to assure that leadership improvements attained by candidates are felt in the schools immediately—and not add to the oversupply of trained persons for jobs that probably will not exist
- focus on real-life situations and real job problems by using the schools as real laboratories—and not by pulling participants out of the system to spend time on university campuses and then be reintroduced through artificial “internships”
- make maximum use of the top talents of outstanding scholars and practitioners drawn from the universities and educational systems of the entire nation—and not presume that any single university or system in isolation is able to provide the level and diversity of talent needed
- provide a national point of view through systematic interaction with those from other areas and backgrounds to mitigate the provincialism now present in local school systems and local universities—and not to reinforce inbred attitudes

- work through a supportive mechanism—the cluster (both local and national)—where candidates aid one another in a professional manner—and not encourage competition in isolation for individual trophies
- operate a total program involving a significant number of peers in both individual and group efforts—and not bits and pieces where each person alone shops around from university to university
- provide support and help to participants beyond the period of actual involvement in graduate work—and not communicate only for alumni funding events
- assure its financial continuance as a program by providing its essential elements through the tuition paid by its working candidates—and not depend upon the whims and fancies of governmental or philanthropic groups’ support for survival
- offer a unique national laboratory for the research and development interests of the participants, local and state authorities, foundations and others interested in the improvement of the schools, by keeping the emphasis on growth and change throughout the system—and not by placing a research cachet on existing systems
- keep testing whether the program is fulfilling its purposes in the real world—and not assume that

meeting standards in treatises based on theories is the only sure road to credibility

Nova University attained its accredited status at the end of 1971 from the Southern Association of Colleges and Schools. The Southern Association had spent three years studying “non-traditional study programs” and thus was receptive to external degree proposals in December 1971. The program was announced to the education field in January 1972. By June of 1972 eleven clusters were in operation. There are now 31, and by January of 1974 there will be 32—the maximum number planned for the first cycle of three years.

The Nova program is under continual evaluation by both internal and external bodies. A summary of a full-scale evaluation by the Educational Research Corporation, funded by the Ford Foundation, appears in the Summer 1973 issue of *The Gatekeepers’ Gazette*, a periodical publication of the Nova program. Copies are available on request.

The following sections describe the substantive areas, the practicums, and the Summer Institutes; throughout details are given on the persons involved—the participants, cluster coordinators, national lecturers, Institute contributors, and central staff. Detailed administrative information is included with regard to admission, costs, and future program plans

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STUDY AREAS

Among the requirements for successful completion of the Nova Ed.D. Program is the following: each participant must demonstrate competency in each of eight substantive areas. Participants are helped to develop their competencies in these areas through all-day seminars with National Lecturers, specially prepared study guides, local cluster activities, and study group activities; they must also devote a great deal of time to independent study.

The study areas are designed to provide participants an opportunity to gain conceptual skills and substantive understanding that will assist them in providing leadership to schools and school systems. The primary goal of improving the leadership of school administrators provides a rationale for content and pedagogy associated with each study area. Similarly, the instructional program is not equally helpful to all persons seeking graduate preparation: those who are interested in a career as a basic researcher or specialist in education technology, for example, will find other graduate programs more appropriate.

Formal instruction in the program is provided by National Lecturers. Work in each study area lasts three months and includes three all-day seminars with National Lecturers. The Senior National Lecturer in each study area is responsible for designing the area of study, identifying and monitoring the Associate Lecturers, and Evaluating the participants.

While the lecturers present much substantive information, they emphasize development of perspectives and understandings that help the cluster and participants to move ahead on their own. Local

clusters and individual participants have much opportunity to shape their own learning experiences in each study area. They inform lecturers of foci within the study area especially relevant to the cluster; they use special cluster funds to involve local experts in the instructional program; they develop or purchase special materials or equipment and they use one another as resources by forming task-oriented study groups.

Participants are formally evaluated on the basis of examinations, projects, or papers. The common characteristic of the evaluation procedure is that they emphasize analytic, interpretative, and conceptual skills rather than information recall. Instruction and evaluation procedures are increasingly process oriented. When appropriate, however, participants may test out of a given study area by working out a suitable evaluation procedure with the Senior National Lecturer.

ALTERNATIVE EVALUATION PROCEDURES

A Pass-No Pass System. Each participant must pass all eight areas. In no more than two of the eight areas, under special circumstances, a participant may request an alternative evaluation from the Nova staff. In such cases it is the participant's responsibility to propose and justify the alternative procedure, and to complete it to the satisfaction of the Nova staff.

The alternative evaluation procedure is not easier than a regular exam; it must result in persuasive evidence of a participant's competency in the study area. There is no stigma attached to success through an alternative examination.

Curriculum and Instruction

The unit in Curriculum and Instruction is designed to provide a comprehensive overview of current theory and practice in curriculum development. Substantial emphasis is given to current curricular movements such as the open classroom, humanistic education, accountability, and sex role stereotyping. In addition, considerable attention is devoted to foundational elements of curriculum instruction: learning theory, planned educational change, innovative failure, and evaluation.

Because of the importance of the teacher's role in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification.

Working with the independent study guide and representative texts and articles from the professional literature, the student gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and para-professional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavioral objectives characterize curriculum planning? These and other questions are pondered in both a theoretical and pragmatic context.

During the work sessions with national lecturers, time is divided between formal presentations and teacher-student interaction. Evaluation takes place through a variety of informal devices, as well as through the final examination. In preparing for this examination, students are encouraged to work cooperatively with one another, and to exploit the resources inherent in the cluster personnel.

Louis J. Rubin, Senior National Lecturer in Curriculum, is Professor of Education at the University of Illinois, Champaign-Urbana. He holds degrees in Musicology from San Francisco State College and the University of California at Berkeley; he also earned the Ph.D. degree in the area of Curriculum from the University of California at Berkeley. He was visiting Professor at Emory University, the University of California at Berkeley,



and the University of Nebraska. He was also Director of the Center for Coordinated Education at the University of California at Santa Barbara and the Communications Coalition for Educational Change, Washington, D.C.

His numerous consultancies include: UNESCO, Paris, France 1970; U.S. Peace Corps, Virgin Islands, 1968; and Center for the Study of Instruction, National Education Association, 1966.

His most recent publication is *Facts and Feelings in the Classroom* (Walker Publishing Company, 1973).

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Elliot Wayne Eisner, a National Lecturer in Curriculum, is Professor of Education and Art at the School of Education of Stanford University. He received a B.A. degree from Roosevelt University, and M.S. degree from the Illinois Institute of Technology, Institute of Design, and the degrees of M.S. in Education and Ph.D. in Education from the University of Chicago. He was a teacher of art at Carl Schurz High School, Chicago, from 1956 to 1958, and at the Laboratory School of the University of Chicago from 1958 to 1960. He subsequently served on the faculties of the Ohio State University and the University of Chicago. He has contributed papers to many conferences and symposia. Recent papers include *Alternatives of the Use of Objectives in Curriculum Planning and Evaluation* (University of Goteborg, Goteborg, Sweden, May, 1972). His most recent publications are *Imagination, Affect and Sensibility in Education* (Human Resources Research Council of Alberta, Canada, 1972) and *Educating Artistic Vision* (The MacMillan Co., New York, 1972). His *The Mythology of Art Education* (Art Education) is in press.

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Decker F. Walker, a National Lecturer in Curriculum is Assistant Professor of Education at Stanford University. He received a B.S. degree in physics and an M.A. degree in natural sciences from the Carnegie Institute of Technology. Stanford University awarded him the Ph.D. degree in education in 1971. He was a science teacher in the Pittsburgh public schools from 1963 to 1967.

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Education Policy Systems

This study area is designed to assist participants in gaining analytic skills necessary to operate effectively in the various policy systems of the education enterprise. The basic pedagogical assumption is that education is a valued commodity in the society and that allocative decisions regarding education are made through processes that political scientists know a good deal about. Consequently, lecturers, readings, and activities are oriented toward application of analytic concepts familiar to political scientists.

Mr. Sroufe focuses on the education policy system of the state and the micro system of the local school, Mr. Masotti on the local policy system, and Mr. Wirt on the Federal system. Attention to major concepts (e.g., political symbolism, access, political socialization, influence) and analytic frameworks (e.g., political systems theory, American Federalism) permeates all seminars and cluster activities.

Clusters are encouraged to involve representatives of the various policy systems during the module and have used this area as an opportunity to meet with congressmen, board members, legislative staffs, lobbyists, and state legislators.

The standard evaluation of participants' competency is based on a two-part examination requiring demonstration of substantive knowledge (e.g., what are the limitations of community power studies?) and ability to conceptualize a strategy for securing a policy output (e.g., how can merit pay be adopted or rejected?). Participants are encouraged to propose action-oriented evaluation procedures.

Gerald E. Sroufe, Senior National Lecturer in the Education Policy Systems, is the Director of Instruction of the Nova Ed. D. Program. He earned his Ph.D. in Education at the University of Chicago; he has served on the faculties of Chicago and Claremont Graduate School. He was previously Executive Director of the National Committee for the Support of the Public Schools, Washington, D.C., and has been a consultant to the National Association of State Boards of Education, the U.S. Of-



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Frederick M. Wirt, a National Lecturer in Educational Policy Systems, is Professor, Department of Political Science, and Director, Policy Sciences Graduate Program, University of Maryland. From 1969 to 1972 he was Research Political Scientist, Institute of Governmental Studies, and Lecturer, School of Education, University of California at Berkeley. He received the B.A. degree from DePauw University. The Ohio State University awarded him the M.A. and the Ph.D. degree. He served as Instructor through Professor at Dennison University from 1952 to 1969. His many books include: *The Politics of San Francisco* (forthcoming); *The Political Web of American Schools*, with Michael Kirst (Little, Brown, 1972); *On the City's Rim: Suburban Politics and Policies*, with Benjamin Walter, Francine Rabinovitz, and Deborah Hensler, and foreword by Robert C. Wood (Heath, 1972); *Politics of Southern Equality: Law & Social Change in a Mississippi County*, foreword by Gunnar Myrdal (Aldine, 1970); and *Introductory Problems in Political Research*, with Roy D. Morey and Louis Brakeman (Prentice-Hall, 1969). He is a member of the editorial board of *Social Sciences Quarterly*. In 1971 he was a consultant to Senator Walter Mondale (Minn.), U.S. Senate Subcommittee on Equal Education Opportunity.

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Louis Masotti, a National Lecturer in the Education Policy Systems, is Professor of Political Science and Urban Affairs, and Director of the Center for Urban Affairs, at Northwestern University. He has been a faculty member at Case Western Reserve and Johns Hopkins (Bologna, Italy), and a consultant to Los Angeles and Detroit in their efforts to redesign their education electoral systems. He is the author of *Education and Politics in Suburbia* (Western Reserve Press, 1967), *Metropolis in Crisis* (Peacock, 1971), and *Urbanization of the Suburbs* (Sage, 1973). His M.A. and Ph.D. degrees in political science were earned at Northwestern University.

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fice of Education, NIE, and several state departments of education. Pertinent publications include *Educational Futurism in 1985* (written with Hack, Briner, Knezevitch, Lonsdale and Olm, McCutchan Press, 1972), *Strengthening State Departments of Education* (with Roald Campbell and Donald Layton, Chicago: Midwest Administration Center), and "State Boards of Education and the Education Policy Systems," (*Planning and Changing*).

Evaluation

The presupposition of this study area is that every significant decision by an administrator involves evaluation, and that almost every decision would be improved if it were based on better evaluation. Evaluation is the quality-control mechanism in education.

Skills emphasized in the study area are those appropriate for a *user* of evaluation, a *customer* of evaluators, rather than for a *specialist* evaluator. The examples used for discussion and examination largely come from a pool to which all participants are requested to contribute. Evaluation of this study area, evaluation of evaluations, and evaluation of administrators are used to typify the necessity for making the doctor try out his own medicine. One of the seminars is a true workshop, principally concerned with working examples and skill development; all seminars are aimed at providing a good grasp of the *basic* language, concepts, and techniques in the field rather than highly technical methodology. Seminars are aimed at increasing the use and appreciation of evaluation as an index of social responsibility and quality orientation.

Michael Scriven, Senior National Lecturer in Evaluation, has since 1966 been Professor in the Department of Philosophy, University of California at Berkeley. He received his B.A. degree from the Honors School of Mathematics, University of Melbourne, and his M.A. degree from the Combined Honors School of Mathematics and Philosophy, University of Melbourne. The School of Literae Humaniores, Oxford University, granted him the D. Phil. degree. In 1970-71 he received an Alfred North Whitehead Fellowship for Advanced Study in Education at Harvard University. From 1960 to 1966 he was Professor, Department of the History and Philosophy of Science at Indiana University. Previously he had faculty appointments at the University of Minnesota and Swarthmore College. His summer and visiting appointments include: Sidney University, Australia; Center for the Study of Democratic Institutions; RAND Corporation; Wesleyan University; Yeshiva University; and New School for Social Research. He holds numerous appointments to editorial boards and editorial consultancies,



including those of *Behaviorism*, *Educational Researcher*, *American Educational Research Journal*, and *Metaphilosophy*. From 1970 to 1972 he was Chairman of the Evaluation Advisory Committee of the Central Midwest Regional Education Laboratory. In 1972 and 1973 he was Director of a Model Training Program for Evaluators, National Institute of Education. His written works range over the fields of general philosophy, aesthetics, ethics, the philosophy of religion, logic, and the philosophy of law, the philosophy of science, psychology, psychiatry, parapsychology, the computer field, and education. His *Handbook for Qualitative Educational Evaluation* will soon be published.

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Richard M. Jaeger, a National Lecturer in Evaluation, is an Associate Professor in the College of Education, University of South Florida. He was Director of the Federal-State Developmental Staff of the Office of the Deputy Commissioner for Development, U.S. Office of Education, and Chief of Evaluation Methodology and of Evaluation Design in the Bureau of Elementary and Secondary Education. From 1965 to 1967 he was a mathematical statistician in the Mathematics Sciences Department, Stanford Research Institute. Previously he had been a senior research engineer for General Motors Corporation, a mathematical statistician for Philco Corporation, and an analyst and statistician at the Space Technology Laboratories of the Aerospace Corporation. He received a B.A. degree in mathematics from Pepperdine College. Stanford University awarded him an M.S. degree in mathematical statistics and a Ph.D. degree in educational research. He is a consultant to Virginia Polytechnic Institute and State University, the National Center for Educational Research and Development of the U.S. Office of Education, the Right to Read Program, and the National Center for Educational Statistics of the U.S. Office of Education. A book, *Evaluative Tools for Teachers*, with Harriet Talmage, is in preparation.

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Robert W. Heath, a National Lecturer in Evaluation, is President of the Nomos Institute, Berkeley, California. From 1966 to 1971 he was associated with the Stanford Center for Research and Development in Teaching, Stanford University, as Research Associate, Director of the Methodology Unit, and Director of Research on Disadvantaged Programs. From 1961 to 1966 he served in various capacities, including Director of Research, Western Office, at Educational Testing Service. Previously he had been Project Director, Applied Research Laboratory, University of Arizona, and Assistant Director, Division of Education Reference, Purdue University. He received his degrees from Purdue University: B.S. in psychology, M.S. in general psychology, and Ph.D. in social psychology. He has taught at Stanford University, San Francisco State College, University of California at Berkeley,

Rutgers University, and the University of Arizona. His most recently presented paper is *The Myth of Performance-Based Teacher Education*, with Mark A. Nielson, presented to the American Educational Research Association Meetings, New Orleans, February, 1973. His *Basic Statistical Methods*, with N.M. Downie (Harper and Bros.), is in its third edition (1970).

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Brian Holm, a National Lecturer in Evaluation, is teaching a wide range of courses at Goddard College, in science, philosophy, psychology, and evaluation in education. He received an A.B. degree from Augustana College and an A.M. degree from Indiana University. His subsequent postgraduate work at Indiana University was in the history and philosophy of science. From 1966 to 1969 he was an Instructor in the Philosophy Department of Miami University (Ohio). From 1961 to 1965 he was a teaching assistant and a research assistant at Indiana University.

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Finance

The Nova University National Ed.D. Program curriculum module concerned with the economics of education and school finance is intended to provide participants with a sound understanding of the major school finance-related issues pertaining to American education.

The content of the study area includes an explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools. Also, the study area analyzes intensely the school finance arrangements of particular states most appropriate for the cluster in question. Time and reading are devoted to consideration of topics such as the returns to society from an investment in schooling, the relationship between cost and educational quality, the school finance equal protection suits (Serrano/Rodriguez), school finance reform suggestions such as "Full State Assumption" and "District Power Equalizing," and the relationship of school finance to overall public finance problems such as tax policy.

In addition to presentations from three National Lecturers, the content of this module is transmitted through a study guide, consisting of both written

materials and ten audio cassette recordings, and a series of readings in economics and finance.

The overall purpose of this module is to enable school administrators to understand the state and federal governmental arrangements which supply local schools with resources. Beyond that, an effort is made to acquaint administrators with contemporary school finance issues so they can communicate more effectively with the lay public with whom they come in contact and with state and federal level policy-makers upon whom they would like to exert influence for change.

The primary mode of evaluation is by a competency examination given at the end of the three-month module. The examination typically calls upon students to engage in role-playing, for example, as an advocate before a legislature, as a school superintendent explaining his budget to his staff and perhaps the school board, and as a professional educator attempting to respond to an attack in a local newspaper editorial

James W. Guthrie, Senior National Lecturer in Finance, is an Associate Professor in the School of Education at the University of California at Berkeley. He was Deputy Director of the



New York State Education Commission from 1970 to 1972. Stanford University awarded him the degrees of B.A. in anthropology, M.A. in education, and Ph.D. in educational administration. He was selected as an Alfred North Whitehead Postdoctoral Fellow at Harvard University, 1969-1970. His publications include: *Schools and Inequality*, with George B. Kleindorfer, Henry M. Levin, and Robert T. Stout (Cambridge, Mass.: M.I.T. Press, 1971); *New Models for American Education*, edited with Edward Wynne (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971); and "What the Coleman Reanalysis Didn't Tell Us", in *Saturday Review*, July 22, 1972. He has been a consultant to the U.S. Commissioner of Education, the Ford Foundation, the Florida State Legislature, the California State Department of Education, and the New York State Department of Education, among others. He has served as Educational Specialist to the U.S. Senate.

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Donald R. Winkler, National Lecturer in Finance, is

Assistant Professor, Department of Economics, University of California, Santa Barbara. His recent publications reflect his academic interests: production functions of education, education costs in developing countries, and education and human resources. He has been a consultant to the California Legislature and the U.S. State Department, and has served as economist to the Pakistan Program in Educational Planning. He earned both his M.A. (Wisconsin) and Ph.D. (Berkeley) in the field of economics.

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Jack W. Osman, a National Lecturer in Finance, is an Associate Professor in the Department of Economics at California State University. Rutgers University granted him the degrees of B.S., M.A., and Ph.D. He has been Visiting Associate Professor at the School of Education, Policy Planning and Administration at the University of California at Berkeley, and Assistant Professor at Rutgers. He is the author (with Reuben E. Slesinger) of *Basic Economics: Problems, Principles, Policy* (McCutchan Publishing Corp., Berkeley, 1972). He has been an economic consultant for the Master Plan Task Force on School Finance of the Oakland (California) Unified School District, the New York State Commission on Cost, Quality, and Finance of Elementary and Secondary Education (The Fleishman Commission), the California Coordinating Council for Higher Education's Cost-Effectiveness Project, and the Urban Education Project of the National Urban Coalition.

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Arthur E. Wise, National Lecturer in Finance, is Associate Director of Research and Experimental Study, the National Institute of Education. Previously, he was Associate Dean, Graduate School of Education, University of Chicago. He is the author of *Rich Schools, Poor Schools*, (University of Chicago Press, 1968) and a number of journal articles about constitutional and administrative aspects of school finance reform. He has served as consultant to the Education Commission of the States and the President's Commission on School Finance. His M.B.A. and Ph.D. degrees were earned at the University of Chicago.

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Managing the Schools

This study area emphasizes development of management skills and analysis of administrator behavior. The lecturers are experienced administrators who have demonstrated that they can

mobilize resources and implement major changes in education systems. People and ideas from industry and government are also introduced.

Foci of the study area are developed in accord with special concerns of the cluster, but may be grouped under three general headings: (1) decision-making skills (e.g., planning technology, event calendars, information systems); (2) mobilizing resources and support (e.g., communication with variety of publics, board relationships, change and system resistance to change, risk-taking), and (3) administration skills (e.g., delegation, personnel management, and providing opportunities of staff development).

Evaluation judgements are based on the sophistication and thoroughness of participants' analyses of actual management decisions.

J. Graham Sullivan, Senior National Lecturer in Managing the Schools, was Deputy Superintendent of the Los Angeles Public Schools from 1968 until his retirement in September,



1972. He was Deputy U.S. Commissioner of Education from 1966 to 1968. From 1958 to 1966 he was Associate Superintendent and chief of the Division of Instruction of the California State Department of Education. Previous assignments included: Chief, Stanford University Staff in the Philippines; Assistant Superintendent, Contra Costa County (California) Junior College District; Consultant, U.S. Government team in Korea; Assistant Superintendent, San Diego City Schools; Director, University of California Extension, San Diego; and Chief of Staff and Special Representative, U.S. Government Educational Mission in Peru. He received a Bachelor's degree from Stanford University, a Master's degree from the University of California at Los Angeles, and an Honorary Doctor of Laws degree from Chapman College.

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Gordon L. McAndrews, a National Lecturer in Managing the Schools, is Superintendent of Schools of Gary, Indiana. He was Director of the Learning Institute of North Carolina from 1966 to 1968, and was Director of the North Carolina Advancement School, organized to combat the State's 50 percent drop-out rate for boy students, from 1964 to 1966. Previously he was an Instructor at the University of California at Berkeley; Director of the Interagency Project of the Oakland, California,

Public Schools; and Coordinator of Secondary Education and Summer Schools at Oakland. His degrees from the University of California and Berkeley are: A.B. with highest honors in political science; M.A. in education; and Ph.D. with concentration in administration and curriculum. In 1952 and 1953 he did graduate work in comparative education at the University of London.

Contact: 620 E. 10th Place, Gary, Indiana 46402. (219) 886-3111 (Ext. 254.)

Marcus A. Foster is Superintendent of Schools, Oakland Unified School District. He has taught in Maryland and Pennsylvania and was principal of Simon Gratz High School and adult evening school. As principal, he was awarded the Distinguished Service Award by the Philadelphia Board of Education. His other awards and citations include: Freedom Award Citation (NAACP) and Man of the Year (Philadelphia). As Superintendent, Mr. Foster has introduced the Master Plan Citizens Committee, a "multiple-option" approach for increasing parent and community participation, and regionalization of the system into five districts. He is the author of a number of publications including *Making Schools Work: Strategies for Changing Education*.

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Robert J. Purdy, National Lecturer in Managing the Schools, is Executive Secretary of the Secondary Administrators Association of Los Angeles. Previously, he had served as Deputy Superintendent, Principal, and teacher in the Los Angeles School System. He has written a number of articles related to continuing professional growth of teachers and administrators and adapted several of Dicken's novels for slow readers in a series published by Laidlaw. He earned his M.S. degree from the University of Southern California and his B.A. (political science) degree and Ed.D. degree from University of California at Los Angeles.

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Resources for Improving the Schools

This study area assists participants to rethink the role of the public schools within a comprehensive framework, one which views education as an integral part of an overall human resource system whose focus is on providing the resources necessary for children and youth to learn. The area views the

schools as one component of a comprehensive service delivery system within the community. The school is viewed as a potential catalytic agency for mobilization of existing agencies on behalf of children, and the community is viewed as a learning resource for the schools.

Participants are expected to demonstrate competency in strengthening institutional relationships between the schools and agencies in their communities, to reflect critically on their effectiveness in accomplishing this task, and to relate the implications of their undertaking to the public policy issues at the national level. An opportunity for participants to demonstrate competencies in these areas is provided in the requirement that a "mini-delivery-system" be developed and implemented.

Ms. Hirsch and Ms. Steiner work with participants to develop basic understanding of central concepts and in locating appropriate materials and contacts. Mr. Duncan concentrates on national policy questions appropriate to the area of study.

Sharlene Pearlman Hirsch, Senior National Lecturer in Resources for Improving Education, is the Director of Executive High School Internships of America. Previously she was Director of the Office of Educational Development, Human Resources Administration of New York City. She has been Consultant on Public Education to the Ford Foundation, and Education Director of the General Subcommittee on Education, U.S. House of Representatives. She received a B.A. degree, *Magna Cum Laude*, from the University of Illinois. The Harvard Graduate School of Education awarded her the Ed.M. and Ed.D. degrees. Under a grant from the



Washington Internships in Education she studied educational change in Kenya and Tanzania. As a Washington Intern (1967-1968) she surveyed educational programs in Chicago, Boston, New York, Philadelphia, Atlanta, New Orleans, Baton Rouge, and McComb, Miss. She is co-author of *The Courage to Change: Career Education for the Seventies* (Prentice-Hall, 1971).

Contact: 680 Fifth Avenue, New York, New York, 10019. (212) 757-4035

Louise B. Steiner, a National Lecturer in Resources for Improving Education, is Assistant Director of the Office of Educational Development, Human Resources Administration,

New York City. In 1970 and 1971 she was Education Coordinator of the Community Development Agency, New York City. Previously, she was in charge of national liaison for Women in Community Service, Inc., and Field Director of the Girl Scouts of the U.S. of Greater Chicago. She was also a teacher in the New York City and Pittsburgh public schools. Her B.S. degree in political science and American history was awarded by the University of Wisconsin, and her Master's degree in history and secondary education by the University of Pittsburgh.

Contact: 250 Church Street, Room 902, New York, New York 10013. (212) 553-5888

Jack Duncan, National Lecturer in Resources for Improving the Schools, is Counsel and Staff Director of the Select Committee on Education, U.S. House of Representatives. The Committee is responsible for legislation responding to problems of handicapped children, drug abuse, environmental problems, aging, research and technology. His publications in education journals cover the above areas and also reflect his special concern for the delivery of social services. He is a graduate of Furman University, has studied business at Georgetown and Yale, and earned his J.D. degree at the University of South Carolina.

Contact: Room 2178, Rayburn House Office Building, Washington, D.C. 20515. (202) 225-5954

Supervision

By requiring each participant to declare his self-expectations and by requiring each cluster to formally make decisions about the most valuable contribution to be made by the National Lecturers during their time with the cluster, the Supervision study area makes explicit the joint responsibility of participant, cluster, and lecturer in the Nova Ed.D. Program of instruction. Selecting from a broad range of supervision topics (e.g., theory, diagnostic supervision), each participant "signs on" to master units representing skills most compelling. The study guide provides theoretical considerations, relevant research and experimental findings, mastery exercises to develop skills and comprehension, and assessment techniques appropriate to each unit.

The Senior National Lecturer devotes most of his energies to assisting participants to gain a perspective on the function of supervision, the variety of theoretical and pragmatic approaches, and

possible futures for supervision and supervisors in education. The associate lecturers continue these themes and develop experiences related specifically to interests stated by the clusters.

Morris L. Cogan, Senior National Lecturer in Supervision, is Chairman of the Teacher Education Division of the School of Education of the University of Pittsburgh. He received a B.A.



degree from Rutgers University, a Masters of Education and an Ed.D. degree from Harvard University. He taught French and English in the Trenton, New Jersey public schools and has been a member of the faculties of Rutgers and Harvard. In 1962 he joined the University of Pittsburgh. From 1966 to 1968 he was on leave as Program Advisor in Education to the Ford Foundation in Brazil. He has received many academic honors including the Harvard Graduate School of Education Prize for Distinction in

Studies for the Degree of Master of Education. He is an official representative of the School of Education of Pittsburgh to the Pennsylvania Association of Colleges of Teacher Education. His latest book, *Clinical Supervision*, was published in 1973 by Houghton Mifflin Company, Boston. He is the author of numerous journal articles and reports, papers and addresses, and chapters and essays in books on education.

Contact: University of Pittsburgh, School of Education, 617 Cathedral of Learning, Pittsburgh, Pennsylvania 15260. (412) 624-4141

David W. Champagne is a National Lecturer in Supervision. He received his Ed.D. degree in curriculum and supervision from the University of Pittsburgh, after having obtained a Master of Education degree from Harvard University and an M.S. from the State University of New York at Albany. He is an Associate Professor of Education at the University of Pittsburgh in the Department of Curriculum and Supervision. From 1967 to 1970 he was Associate Director of Teacher Corps in an Urban Intern Program in Pittsburgh. His varied previous experience included a stint in 1963 and 1964 as a Special Instructor for Harvard University at Aiyetoro, Nigeria, as part of a U.S./A.I.D. Harvard contract team. He was also on the faculty of the State University of New York at Albany and was a science teacher at Ichabod Crane Central School in upstate New York. The holder of a number of consultancies, he was in 1972 planning consultant for the Human Development and Parent Involvement Programs of the Pittsburgh Board of Public Education.

Contact: University of Pittsburgh, Pittsburgh, Pennsylvania 15213. (412) 624-4141

John L. Morgan, a National Lecturer in Supervision, is Assistant Professor in Education and a Research Associate at

the Learning Research and Development Center, University of Pittsburgh. He received a B.A. degree in elementary education from California State College. The University of Pittsburgh awarded him the M.Ed. degree and the Ph.D. degree in curriculum and supervision. In 1970 and 1971 he was Coordinator of Supervision of the Teacher Corps at the University of Pittsburgh. He has been a consultant to the Pittsburgh Board of Education, the East Allegheny (Pennsylvania) School District, and the North Allegheny (Pennsylvania) School District.

Contact: University of Pittsburgh, LIS Building, 8th Floor, Pittsburgh, Pennsylvania 15213. (412) 624-4141

Technology and Systems Management

The primary objectives in the study of Technology are to help the participants to develop skills and attitudes that will help them to decide when technology is appropriate in their schools and to foster creative use of those technologies that critical analyses suggest are appropriate. Participants are not expected to become educational technologists nor are they expected to know about all forms of technology. Rather, a few examples of technology can be used to develop procedures for coping with any technology. Thus the lecturers draw examples from the uses of computers and television in education as well as from uses of instructional systems.

Each participant is expected to conduct a study of uses of technology in his school system. This includes the creation of a catalog of applications of technology in his system in the following categories: machine or hardware technology; systems or software technology. Each participant then selects a small number of these applications for further study.

Following a critical review of the planning and implementation of one form of technology the participant makes several judgements. He must decide how he might have improved the planning process. He must determine if the uses are worthwhile. He must address the question of how to improve the application and describe what administrative action he believes will foster improved use of the technology selected for examination.

Each participant is expected to demonstrate that he has acquired the knowledge necessary to be critical of the technology he selected for study. Participants must give evidence of a carefully reasoned assessment of implementation and application of technology and show that they have carefully determined what action should be taken to improve its use in their school systems.

Richard W. Willard, Senior National Lecturer in Technology, is Vice President of the Educational Research Corporation and a lecturer in education at Boston University.



Massachusetts Institute of Technology awarded him the S.B. degree. Harvard University awarded him the Ed.M and Ed.D degrees. He was Senior Associate of the New England School Development Council from 1969 to 1972, and Director of Systems and Programming of New England Educational Data Systems from 1967 to 1969. He is the former President of Hewes, Holz, and Willard, Inc.

Contact: Educational Research Corporation, 85 Main Street Watertown, Massachusetts 02172. (617) 923-1710

Brian Brightly, National Lecturer in Technology, is Executive Director of the Massachusetts Executive Committee for Educational Television. He has been an actor, stage director, fund raiser and minister. His graduate degree from Boston University is for work in film and broadcasting, his graduate degree from New York Theological Seminary for work in community development. He is currently the Secretary of Education for the Task Force on Cable and for the Board of Director of the Agency for instructional Television.

Contact: Massachusetts Executive Committee for Educational Television, Bureau of Media Services, Department of Education, Boston, Massachusetts 02172. (617) 969-4040

Douglas Porter, National Lecturer in Technology, is an Associate Professor of Psychology and Coordinator of Instructional Development and Evaluation at the Harvard School of Public Health. His major research efforts have been in the design and validation of instructional materials in areas of basic education, development of teaching devices and automated data analysis systems, and developing systems for evaluating self-instructional materials and special purpose teaching machines, and serves as a consultant to Harcourt, Brace and Jovanovich, Inc., SRA, IBM, USOE, Department of Labor and the Center for Applied Linguistics. He received his Ed.D. from Harvard University.

Contact: Harvard School of Public Health.

STUDY GUIDES

For each of the eight study areas a special study guide has been prepared. The guides provide participants a resource for gaining access to the burgeoning literature within the disciplines and the behavioral sciences in general, and a contextual resource for interpreting this literature. Study guides call attention to the major moral, theoretical, and research questions within the study area and to the implications of new developments within the field.

Four distinctive formats have evolved to date: (1) the audio study guide which includes text, visuals, and cassette tapes (e.g., Finance); (2) and individualized study guide in which each module represents competencies with which participants shape their own learning program (e.g., Supervision); (3) a process outline study guide which is oriented toward participant and cluster activities (e.g., Resources); and (4) guides which integrate concepts and perspectives from a variety of disciplines specifically for school administrators e.g., Policy).

Participants receive copies of all study guides and of each substantially revised study guide. It is anticipated that guides will be revised about every other year.

STUDY AREA	STUDY GUIDE AUTHOR	LAST REVISED
Curriculum	Louis J. Rubin	April, 1973
Education Policy Systems	Gerald E. Sroufe	April, 1973
Evaluation	Michael Scriven	Third version in process
Finance	James Guthrie	April, 1973
Managing the School	Edwin Bridges Robert Stout	January, 1973
Resources for Improving Education	Sharlene Hirsch	October, 1973
Supervision	David Champagne John Morgan	October, 1973
Technology and Systems Management	Allan Ellis	January, 1973

SCHEDULE

Nova Ed.D. Study Areas

ATLANTA	4-73 SUP	10-73 RES	1-74 FIN	4-74 CUR	10-74 EVA	1-75 POL	4-75 MAN	10-75 TEC
AUSTIN	4-73 CUR	10-73 POL	1-74 SUP	4-74 EVA	10-74 FIN	1-75 TEC	4-75 RES	10-75 MAN
BALTIMORE	4-73 RES	10-73 SUP	1-74 MAN	4-74 FIN	10-74 CUR	1-75 EVA	4-75 TEC	10-75 POL
BOSTON	3-72 FIN	10-72 POL	1-73 TEC	4-73 MAN	10-73 CUR	1-74 EVA	4-74 RES	10-74 SUP
BUCKS COUNTY	10-72 SUP	1-73 EVA	4-73 TEC	10-73 FIN	1-74 CUR	4-74 POL	10-74 RES	1-75 MAN
CHICAGO	10-72 POL	1-73 CUR	4-73 MAN	10-73 TEC	1-74 EVA	4-74 RES	10-74 SUP	1-75 FIN
CINCINNATI	4-73 RES	10-73 SUP	1-74 MAN	4-74 FIN	10-74 CUR	1-75 EVA	4-75 TEC	10-75 POL
DALLAS	1-73 SUP	4-73 FIN	10-73 CUR	1-74 POL	4-74 TED	10-74 MAN	1-75 RES	4-75 EVA
DELAWARE	1-73 SUP	4-73 FIN	10-73 CUR	1-74 POL	4-74 TEC	10-74 MAN	1-75 RES	4-75 EVA
DENVER	4-73 CUR	10-73 POL	1-74 SUP	4-74 EVA	10-74 FIN	1-75 TEC	4-75 RES	10-75 MAN
ERIE	10-72 EVA	1-73 SUP	4-73 FIN	10-73 CUR	1-74 POL	4-74 TEC	10-74 MAN	1-75 RES
FAIRFIELD	4-72 SUP	10-72 CUR	1-73 FIN	4-73 POL	10-73 EVA	1-74 RES	4-74 MAN	10-74 TEC
FT. LAUDERDALE	4-72 SUP	10-72 CUR	1-73 FIN	4-73 POL	10-73 EVA	1-74 RES	4-74 MAN	10-74 TEC
GAINESVILLE	4-74 CUR	10-72 FIN	1-73 RES	4-73 EVA	10-73 MAN	1-74 REC	4-74 SUP	10-74 POL
HARTFORD	4-72 CUR	10-72 FIN	1-73 RES	4-73 EVA	10-73 MAN	1-74 TEC	4-74 SUP	10-74 POL
JACKSONVILLE	4-72 SUP	10-72 CUR	1-73 FIN	4-73 POL	10-73 EVA	1-74 RES	4-74 MAN	10-74 TEC
LOS ANGELES	10-73 SUP	1-74 MAN	4-74 FIN	10-74 CUR	1-75 EVA	4-75 TEC	10-75 POL	1-76 RES
MICHIGAN	4-73 SUP	10-73 RES	1-74 FIN	4-74 CUR	10-74 EVA	1-75 POL	4-75 MAN	10-75 TEC
NEW HAVEN	10-72 SUP	1-73 EVA	4-73 TEC	10-73 FIN	1-74 CUR	4-74 POL	10-74 RES	1-75 MAN

NEW ROCHELLE	4-72 CUR	10-72 FIN	1-73 RES	4-73 EVA	10-73 MAN	1-74 TEC	4-74 SUP	10-74 POL
NEW YORK	10-72 SUP	1-73 EVA	4-73 TEC	10-73 FIN	1-74 CUR	4-74 POL	10-74 RES	1-75 MAN
OLD WESTBURY	4-72 CUR	10-72 FIN	1-73 RES	4-73 EVA	10-73 MAN	1-74 TEC	4-74 SUP	10-74 POL
PHILADELPHIA	4-73 CUR	10-73 POL	1-74 SUP	4-74 EVA	10-74 FIN	1-75 TEC	4-75 RES	10-75 MAN
PINELLAS COUNTY	4-72 FIN	10-72 POL	1-73 CUR	4-73 MAN	10-73 TEC	1-74 EVA	4-74 RES	10-74 SUP
PORTLAND	10-73 SUP	1-74 MAN	4-74 FIN	10-74 CUR	1-75 EVA	4-75 TEC	10-75 POL	1-76 RES
PROVIDENCE	10-73 TEC	1-74 POL	4-74 CUR	10-74 MAN	1-75 RES	4-75 EVA	10-75 SUP	1-76 FIN
RICHMOND	4-73 CUR	10-73 POL	1-74 SUP	4-74 EVA	10-74 FIN	1-75 TEC	4-75 RES	10-75 MAN
SACRAMENTO	10-72 SUP	1-73 EVA	4-73 TEC	10-73 FIN	1-74 CUR	4-74 POL	10-74 RES	1-75 MAN
WASHINGTON	4-72 FIN	10-72 POL	1-73 CUR	4-73 MAN	10-73 TEC	1-74 EVA	4-74 RES	10-74 SUP
WAUKEGAN	4-73 SUP	10-73 RES	1-74 FIN	4-74 CUR	10-74 EVA	1-75 POL	4-75 MAN	10-75 TEC
WEST PALM BEACH	4-72 SUP	10-72 CUR	1-73 FIN	4-73 POL	10-73 EVA	1-74 RES	4-74 MAN	10-74 TEC
32nd CLUSTER	1-74 FIN	4-74 TEC	10-74 EVA	1-75 POL	4-75 MAN	10-75 SUP	1-76 CUR	4-76 RES

KEY:
CUR: Curriculum Development
POL: Education Policy Systems
EVA: Evaluation
FIN: Finance
MAN: Managing the Schools
RES: Resources for Improving Education
SUP: Supervision
TEC: Technology

Information about meetings of individual clusters, including dates of cluster seminars with National Lecturers, may be obtained through cluster coordinators or Nova University.

STUDY MATERIALS

by Study Areas,
Provided to Each Cluster

CURRICULUM DEVELOPMENT

Aschner, Mary Jane McCue: "Thinking & Meaning" in *Language and Meaning*, Washington, D.C.: NEA Publications, 1966.

Berman, Louise M., *New Priorities in the Curriculum*, Columbus: Charles E. Merrill Publishing Company, 1968.

Boulding, Kenneth, *The Meaning of the Twentieth Century*, New York: Harper & Row Publishers, 1964.

Bruner, Jerome S., *The Process of Education*, Cambridge: Harvard University Press, 1961.

Goodland, John I., *The Changing American School*, 65th Yearbook of the National Society for the Study of Education, University of Chicago Press, 1966.

Holt, John, *The Underachieving School*, New York: Pitman Publishing Corp., 1969.

Phoenix, Philip H., *Realms of Meaning: A Philosophy of the Curriculum for General Education*, New York: McGraw-Hill Book Company.

Rath, Louise E., et al, *Teaching for Thinking: Theory and Application*, Columbus: Charles E. Merrill Publishing Company.

Taba, Hilda, *Curriculum Development: Theory and Practice*, Atlanta: Harcourt, Brace and Jovanovic, Inc., 1962.

EDUCATION POLICY SYSTEMS

Banfield, Edward C., *Political Influence*, New York: The Free Press, Collier-McMillan, Ltd., 1961.

Cleary, Robert, *Political Education in the American Democracy*, Scranton: International Textbook, 1971.

Clark, Terry, N. (Ed.) *Community Structure and Decision Making: A Comparative Analysis*, Scranton: Chandler Publishing, 1968.

Crain, Robert L., *The Politics of School Desegregation*, Chicago: Aldine-Atherton, Inc., 1969.

Edelman, Murry, *The Symbolic Uses of Politics*, Urbana, Illinois: University of Illinois Press, 1967.

Eidenburg, Eugene and Morey, Roy, *An Act of Congress*, New York: Norton, 1969.

Grodzins, Morton, *The American System*, Chicago: Rand McNally, 1966.

Hess, Robert D., and Torney, J.V., *The Development of Political Attitudes in Children*, Chicago: Aldine-Atherton, Inc.

Scahttschneider, E.E., *The Semi-Sovereign People*, New York: Holt, Rinehart and Winston, Inc., 1961.

Strickland, D.A., Wade, L.L., and Johnston, R.E., *A Primer of Political Analysis*, Chicago: Markham Publishing Company, 1968.

Zeigler, Harmon, *The Political World of the High School Teacher*, Eugene, Oregon: 1966.

EVALUATION

Bloom, Benjamin S., Hastings, J. Thomas and Madaus, George, *Handbook on Formative and Summative Evaluation of Student Learning*, New York: McGraw Hill Book Co., 1971.

Campbell, Donald T., and Stanley, Julian C., *Experimental and Quasi-Experimental Designs for Research*, Chicago: Rand McNally, 1966.

Kerlinger, Fred N., *Foundations of Behavioral Research*, New York: Holt, Rinehart & Winston, 1964.

Popham, James, *Criterion Referenced Instruction*, Belmont, California: Fearon Publishers, 1973.

Popham, James, *Evaluation Instruction*, Englewood-Cliffs, New Jersey: Prentice-Hall, 1972.

Provus, Malcolm, *Discrepancy Evaluation*, Berkeley: McCutchan Publishing Company.

Scriven, Michael, "The Methodology of Evaluation" in *Perspectives of Curriculum Evaluation*, (AERA monograph series on Curriculum Evaluation, No. 1) Rand McNally and Company, 1967.

Stufflebeam, Daniel, et al, *Educational Evaluation and Decision Making*, Itasca, Illinois: F.E. Peacock Publishers, Inc.

Tuckman, Bruce W., *Conducting Education Research*, Atlanta: Harcourt, Brace and Jovanovich, Inc., 1964.

Worthen, Blain and Sanders, James, *Educational Evaluation and Theory and Practice*, Worthington, Ohio: Charles Jones Publishers, 1973.

FINANCE

Benson, Charles S., *The Economics of Public Education*, Atlanta: Houghton-Mifflin Company, 2nd Edition, 1968.

Coons, John E., Clune, William H., and Sugarman, Stephen D., *Private Wealth and Public Education*, Cambridge: Harvard University Press, 1970.

L. Laszlo Ecker-Racz, *The Politics and Economics of State-Local Finance*, New Jersey: Prentice-Hall, 1970.

National Education Finance Project (NEFP): *Economic Factors Affecting Education*.

Schultz, Charles, *The Politics and Economics of Public Spending*, Washington, D.C.: The Brookings Institution, 1969.

MANAGING THE SCHOOLS

Bendiner, Robert, *The Politics of Schools*, New York: Harper and Row, 1969.

Blau, Peter and Scott, Richard, *Formal Organizations: A Comparative Approach*, San Francisco: Chandler Publishing, 1962.

Hunter, Floyd, *Community Power Structure*, Chapel Hill, University of North Carolina Press, 1969.

Jencks, Christopher, *Inequality: A Reassessment of the Effect of Family and Schooling in America*, New York: Basic Books, 1972.

Koontz, Harold and O'Donnell, Cyril, *Management: A Book of Readings*, New York: McGraw Hill, 1972.

Miles, Matthew, *Innovation in Education*, New York: Teachers College Press, 1964.

Nelson, Lloyd and Perdy, William, *School Business Administration*, Lexington, Massachusetts: D.C. Heath, 1971.

Simon, Herbert and March, James, *Organizations*, New York: Wiley and Sons, 1958.

Thomas, Alan, *The Productive School: A System Analysis Approach to School Administration*, New York: John Wiley and Sons, 1971.

RESOURCES FOR IMPROVING EDUCATION

Relevant materials are identified by the participants in this area of study.

SUPERVISION

Amidon, Edmund and Hough, John, *Interaction Analysis*, Massachusetts: Addison-Wesley, 1967.

Cogan, Morris L., *Clinical Supervision*, Massachusetts: Houghton-Mifflin Company, 1973.

Gage, N.L., *Handbook of Research on Teaching*, Chicago: Rand McNally, 1963.

Harris, Ben M., *Supervisory Behavior in Education*, New Jersey: Prentice Hall, Inc.

Heald, J.E., Romano, L.G., and Georgiady, N.P., *Selected Readings on General Supervision*, New York: Macmillan Company, 1970.

Hyman, Ronald, *Ways of Teaching*, New York: J.B. Lippincott, 1970.

Luccio, William and McNeil, J., *Supervision—A synthesis of Thought and Action*, New York: McGraw-Hill Book Company.

Maccia, Elizabeth & George, with Jewett, R., *Construction of Educational Theory Models*, Bethesda, Maryland: Eric Document Reproduction Service, (Leasco), 1963.

Unruh, A., *Supervision for Change and Innovation*, Boston: Houghton-Mifflin Co. 1970.

TECHNOLOGY AND SYSTEMS MANAGEMENT

Relevant materials are identified by the participants in this area of study.

PRACTICUMS

A Nova practicum is a project that promises to achieve improvements in an educational system. It is an action that addresses itself to a specific problem confronting a participant who is anxious to deal with the problem realistically and resolve it constructively. It is an experience of learning through doing.

A practicum may be an experiment or test project to ascertain whether a specific idea is valid or useful, but it must culminate in an action intended to effect improvement.

The performance of a practicum involves choosing an actual problem a participant faces on his job, analyzing its causes, doing the research necessary to establish reasonable hypotheses on which to predicate action, and arriving at a practical solution through implementing a course of action which is then evaluated in accordance with criteria set up in advance.

A participant is required to submit an acceptable proposal before proceeding with a practicum. At the conclusion of his practicum effort he is required to submit an acceptable report.

Four practicums are required during the course of three years.

A Mini practicum is essentially an exercise intended to help a participant learn how to do a practicum and write a report.

A Midi practicum is a more complex effort intended to achieve an improvement which is feasible within a six-month span.

The Maxi I practicum is a group effort in which a task force formed from members of a cluster deals with a major problem of considerable scope and depth. In such a joint effort, sustained for a full school year, participants are expected to learn how to integrate group action to deal with and resolve a complex problem in an educational system.

The Maxi II practicum is an individual effort dealing with a problem that is broad in concept and encompasses as many areas of knowledge and expertise as the participant can bring to the task. It should make a significantly useful contribution to a school system and to the body of educational knowledge. The participant's performance in the Maxi II practicum should demonstrate a high level of professional competence in administration and leadership.

Participants are encouraged to form small groups which meet regularly to review one another's progress in practicum work. The process of peer review is important not only in helping to shape and evaluate practicums but as a learning experience in working with colleagues to solve problems in the real world.

The practicums focus on job performance. The

schools and school systems in which Nova participants are administrators constitute a national laboratory in which practicum proposals are explored, tested, implemented, and evaluated. The very process of implementing practicums is making an impact on elementary and secondary education, as educators who are not in the Nova system observe what is happening as Nova participants carry out their projects.

Just as concepts developed in the Nova study areas are applied by participants to their practicum efforts, so do experiences gained in the practicum work enrich participants' perceptions of the concerns of the study areas. The reciprocal relationship is strengthened by the fact that it is not formalized.

A few of the practicums in progress or completed by Nova participants are concerned with:

- Developing a program to meet the needs of young children with potential learning disabilities.
- Planning and implementing a regional mechanism to support creative educational program ideas.
- Establishing 51 quality reading centers that are principal-directed.
- Organizing a student advisory committee to a district board of education.
- Restoring art to an inner-city school.

- Developing a volunteer paraprofessional program.
- Using TV scripts and taped programs to motivate students to learn to read.
- Implementing an all-school effort to obtain a neighborhood park.
- Improving procedures in operating government-funded programs.
- A study of a large city school system's financial problems which was used in a successful effort to change a state-aid formula.
- Developing a physical education program adapted to the needs of girls with disabilities.
- Changing faculty attitudes toward the use of corporal punishment.
- Implementing a team approach to help students to develop self discipline.

Two manuals are provided to participants to aid them in performing practicums. *Practicums*, by William Applebaum, was published in November, 1972; it contains guidelines for formulating practicum proposals, performing the work, and evaluating the results. *Writing Practicum Reports* by S.O. Kaylin, was published in December, 1972; it deals with presentation of practicum proposals and reports. Both manuals are in process of revision.

Education USA-1974 will be held
at the Diplomat Hotel, Hollywood,
Florida, August 1-8

SUMMER INSTITUTES

The goals of the Summer Institutes are: (1) to provide participants an opportunity to confront the people and ideas that are shaping education and society; (2) to develop a national, rather than local perspective on these forces; and (3) to foster development of collegial relationships among participants across the boundaries of their local clusters and, indeed, across the nation.

Institute goals insure that each Institute is process oriented, and that each provides many opportunities for participant interaction with presents and among themselves. For example, during Education USA - 1973, the 650 attending participants were divided into National Clusters made up of one person from each regular cluster, and these task groups operated throughout the Institute. To provide opportunities for interaction with presenters, the outside speakers each spent from two to five days at the Institute, and much of their time was spent meeting with small groups of participants.

Finally, because some of the forces shaping education are often things rather than people, Education USA—1973 provided hands-on experience with computer and video technology.

While the themes and activities of the Institute change from year to year, one procedure has become a tradition: participants assume responsibility for meeting and introducing presenters, for chairing discussions, and for organizing and directing activities of the task groups. Participants identify relevant topics and presenters for the Institute and design the evaluation instrument used in assessing the Institute.

Each Nova participant must attend two Institutes during his three years in the program. Participants are responsible for their own expenses, but there are no registration fees.

A report on the purposes, experiences, activities, and outcomes of Summer Institute 73 is available on request.

People Working with Participants at Institutes*

Education USA—1972

Stephen Browning, Esq.
Lawyer's Committee for Civil Rights Under Law
Washington, D.C.

Antonia Chayes
Cambridge, Massachusetts
Convention Delegate
Member of Democratic Platform Committee

The Honorable Shirley Chisholm
Member, House of Representatives
United State Congress

Donald L. Conrad
Director of Negotiations
National Educational Association

H. Glenn Davis
State Department of Education
California

Richard deLone
Assistant Commissioner for Drug
Education and Training
New York City

Ernest Dichter, President
Institute for Motivational Research
Croton-On Hudson, New York

Fred Fiedler, Director
Organizational Research Group
University of Washington, Seattle

Judith Fiedler
Office of Institutional Educational Research
University of Washington, Seattle

The Honorable Charles Frankel
Professor of Philosophy
Columbia University, New York

Edmund Gordon, Director
National Center for Research and
Information on Equal Education Opportunity
Teachers College, Columbia

The Honorable D. Robert Graham
State Senator
Florida Legislature

Edward T. Ladd
Professor of Education
Emory University, Atlanta

Myron Lieberman, Director
Teacher Leadership Program
City University of New York

Raymond Moore
Chief Executive Officer
Hewitt Research Corporation
Berrien Springs, Michigan

James A. Papke
Professor of Economics
Graduate School of Industrial Administration
Purdue University

Paul Plath
Phoenix Union High School, Arizona
Republican National Platform Committee

Daniel Sanders
Executive Director
United Teachers of New York

Michael Sexton
University of Iowa

Mark Shedd
Visiting Lecturer
Harvard and Yale

* Titles and affiliations as of the date of
service with an Institute

People Working with Participants at Institutes*

Education USA—1973

David Ahl
Digital Equipment Corporation
Maynard, Massachusetts

Kern Alexander, Director
National Educational Finance Project
University of Florida

Stephen K. Bailey, Vice President
American Council for Education
Washington, D.C.

Medill Bair, Executive Director
Education Collaborative for Greater Boston
Cambridge, Massachusetts

Richard H. Bell, Director
Learning Technology Center
Nova University

Charles S. Benson
Professor of Education
University of California

James P. Brieling
Institute for Behavioral Research
Silver Springs, Maryland

B. Ward Deutschman, Associate Director
New York Institute of Technology
Old Westbury, New York

Mary M. Emmons, Director
Funding Sources Clearinghouse, Inc.
Chicago, Illinois

Donald A. Erickson, Professor of Education
University of Chicago

Marcus A. Foster
Superintendent of Schools
Oakland, California

Richard Gilmore, Senior Vice President
Girard Bank
Philadelphia, Pennsylvania

Robert L. Green, Professor
Educational Psychology
Michigan State University

Merril Harmin, Professor of Education
Southern Illinois University

Herold C. Hunt, Professor of Education Emeritus
Gutman Library
Cambridge, Massachusetts

John J. Kampsnyder
Professor of Public Personnel Services
Florida Atlantic University

Kenneth Komoski, President and Director
Educational Products Information Exchange Institute
New York, New York

Elizabeth Duncan Koontz
Director of Human Resources
State of North Carolina

Larry Margolis, Executive Director
Citizens Conference on State Legislatures
Kansas City, Missouri

Marion McGhehey, Executive Director of the Kansas
Association of School Boards
Topeka, Kansas

Doil Montgomery
Co-Director, Biofeedback Laboratory
Nova University

Anthony J. Morley, Principal
Southeast Alternative Free School
Minneapolis, Minnesota

Tom Neal
Education Commission of the States
Denver, Colorado

Thomas F. Pettigrew
Professor of Social Psychology
Harvard University
Cambridge, Massachusetts

Harvey Pollack, Director
Learning Management and Resources Center
New York Institute of Technology
Old Westbury, New York

Honorable Albert H. Quie
Rayburn House Office Building
Washington, D.C.

Donald Quinn, Director of Communications
Citizens Conference on State Legislatures
Kansas City, Missouri

Jack Robertson
Professor of Teacher Education
New York City University
New York, New York

Robert S. Ruskin
Professor of Psychology
Georgetown University
Washington, D.C.

Alexander Schure, Chancellor
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Old Westbury, New York

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University of Massachusetts
Amherst, Massachusetts

David S. Seeley, Director
Public Education Association
New York, New York

Gordon W. Sweet, Executive Secretary
Commission on Colleges
Atlanta, Georgia

James B. Taylor
Deputy Superintendent of Schools
Los Angeles, California

George Weber
Council for Basic Education
Washington, D.C.

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Executive Director
National Advisory Council on Education Professions
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* Titles and affiliations as of the date of service with an Institute

LISTING OF CLUSTERS

PARTICIPANTS:
The Heart of the Program

The following pages list the names, positions, and business addresses and telephone numbers of participants in the program. Listings are by cluster.

An important aspect of the program is supportive interaction among participants, with within their clusters and with participants, in other clusters throughout the nation. The National Clusters formed during the Summer Institute in 1973 provide an opportunity for participants from various clusters to get to know one another. The list in the following pages is provided to aid participants to continue that process through and beyond their years in the Nova program.

COORDINATORS:
Expeditors of the Ed.D. Program

The following pages also list the coordinators and tell something about their qualifications and interests.

The coordinator is not a teacher in the Ed.D. program. He is primarily an expeditor and organizer. In many cases he is a resource person for cluster members. He may act as an ombudsman when a participant needs help in communicating with the Nova staff.

An unusual aspect of the coordinator's role is that he continually acts to shift the responsibility for expediting and organizing cluster activities from his shoulders to those of the participants, since leadership cannot be developed without the experience of responsibility through decision making. Nova regards participant control of cluster activities as an important goal.

ATLANTA, GEORGIA



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Cluster starting date: April 28, 1973

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Cluster starting date: June 30, 1973

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BALTIMORE, MARYLAND



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Cluster starting date: May 5, 1973

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BOSTON, MASSACHUSETTS



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Cluster starting date: May 27, 1972

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BUCKS COUNTY, PENNSYLVANIA



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Cluster starting date: October 7, 1972

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CHICAGO, ILLINOIS



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Cluster starting date: October 21, 1972

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Cluster starting date: March 31, 1973

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DALLAS, TEXAS



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Cluster starting date: February 10, 1973

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GENE E. DAVENPORT, Coordinator—Staff Development, Dallas ISD, Dallas, Tex. (214) 526-5920.

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MARVIN L. GRANTHAM, Principal, Herbert Marcus Elementary School, Dallas, Tex. (214) 247-9603.

LEON M. HAYES, Principal, F. D. Roosevelt High School, Dallas, Tex. (214) 942-1637.

LAURA GLENN HOLMES, Administrative Assistant, Lamplighter School, Dallas, Tex. (214) 369-9201.

HERBIE K. JOHNSON, Principal, Pinkston High School, Dallas, Tex. (214) 637-0942.

JESSIE JOHNSON LATHAM, Principal, B. H. Macon Elementary School, Dallas, Tex. (214) 391-5276.

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DELAWARE



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Cluster starting date: January 27, 1973

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DENVER, COLORADO



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Cluster starting date: April 28, 1973

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ERIE, PENNSYLVANIA



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Cluster starting date: October 21, 1973

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FAIRFIELD, CALIFORNIA



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Cluster starting date: March 4, 1972

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Mrs. CHARLIE KNIGHT, Director, Special Projects, Monterey Peninsula Unified School District, P. O. Box 1031, Monterey, Calif. 93940. (408) 649-7321

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Cluster starting date: March 11, 1972

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JOHN A. MCKINNEY, Principal, Holmes Elementary School, 1175 N.W. 67th St., Miami, Fla. 33150 (305) 836-3412

JAMES L. NEWMAYER, Principal, Miami Coral Park Sr. High School, 8865 S.W. 16th St., Miami, Fla. 33165 (305) 226-6565

ELLIS J. PARKER, Sr., Director, School Board of Broward County, 1320 S.W. 4th St., Fort Lauderdale, Fla. 33312 (305) 525-3311

JAMES R. PEARSON, Assistant Principal, Caribbean Elementary School, 11990 S.W. 200 St., Miami, Fla. 33157 (305) 233-7131

Mrs. AMELIA ROCK, Assistant Principal, Lillie C. Evans Elementary School, 1895 N.W. 75th St., Miami, Fla. (305) 691-4973

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HERBERT SILVER, Director, Elementary Schools, Southwest Area Office, Dade County Public Schools, 9040 S.W. 79th Ave., Miami, Fla. 33156 (305) 271-5656

JOHN G. VAN BOVEN, Principal, Coral Springs Elementary School, 3100 N.W. 96th Ave., Coral Springs, Fla. 33065 (305) 974-3850

EARL A. WELLS, Area Superintendent, Northwest Area Office, Dade County Public Schools, 733 E. 57th St., Hialeah, Fla. (305) 685-2401

CHARLIE WILLIAMS, Jr., Principal, Primary School "C", 757 N.W. 66th St., Miami, Fla. 33150 (305) 836-0012

SAMUEL L. WILLIAMS, Principal, Chester A. Moore Elementary School, 912 Foster Rd., Hallandale, Fla. 33009 (305) 922-2653

GAINESVILLE, FLORIDA



JACK B. CHRISTIAN, coordinator, is Assistant Superintendent for Instruction at Alachua County Schools Gainesville, Florida. Formerly, he was teacher—principal in West Virginia and school administrator in Dade County, Florida. He received his B.S. degree from Concord College, and his M.Ed., Ed.S., and Ed.D. degrees from University of Florida.

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Cluster starting date: March 25, 1972

RUSSELL O. ALDERMAN, Director, Elementary Curriculum Development, Duval County School Board, 1011 Peninsular Pl., Jacksonville, Fla. (904) 633-6270

GLADYS D. ALEXANDER, Coordinator, Title I Staff Development, School Board of Alachua County, 25 S.E. 2 Pl., Gainesville, Fla. 32601 (904) 373-5192

JAMES KEN AUSTIN, Superintendent, District School Board of Hernando County, 612 Broad St., Brooksville, Fla. 33512 (904) 796-4928

OTTO F. BECKHAM, Jr., Supervisor, Music Education, Duval County School Board, 1011 Peninsular Dr., Jacksonville, Fla. 32204 (904) 633-6110

WILLIAM D. BOYD, Jr., Principal, Gainesville High School, 1900 N.W. 13 St., Gainesville, Fla. 32601 (904) 372-8513

BILLY C. CASON, Principal, Sebring High School, 3514 Kenilworth Blvd., Sebring, Fla. 33870 (813) 385-6176

WILLIAM F. GARDNER, Director, Stephen Foster Humanities Center, White Springs, Fla. 32096 (904) 397-3101

FLOYD W. HESSLER, Principal, Madison Junior High School, 3375 Dairy Rd., Titusville, Fla. 32780 (305) 267-4077

OTTIS C. HOUSTON, Supervisor, Columbia County School Board, P.O. Box 1148, Lake City, Fla. 32055 (904) 755-0330

OLIVER H. JONES, Principal, Shell Middle School, P.O. Box 7, Hawthorne, Fla. (904) 481-2463

ORUS E. KINNEY, Assistant Principal for Administration, Westwood Middle School, 3215 N.W. 15 Ave., Gainesville, Fla. 32601 (904) 372-3483

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SILAS (SI) PITTMAN, Work Experience Coordinator, Columbia High School, Lake City, Fla. 32055 (904) 752-1452

JOHN C. RAWLS, Principal, Idylwild Elementary School, 4106 S.W. 20 Terrace, Gainesville, Fla. 32601 (904) 376-6392

DORIS S. RICHARDSON, Principal, High Springs Elementary School, P.O. Box 386, High Springs, Fla. 32643 (904) 454-1958

JAMES FERREL SMITH, General Supervisor, Highlands County School Board, County Courthouse, Sebring, Fla. 33870 (813) 385-5161

ARTHUR P. SPENCER, Jr., Assistant Principal, Mebane Middle School, Route 1, Box 4, Alachua, Fla. 32615 (904) 462-1648

BEVERLY JEAN TRAUB, Director of Administrative Services, District School Board of Hernando County, 612 W. Broad St., Brooksville, Fla. 33512 (904) 796-4928

JOSEPH G. WOOD, Principal, Westwood Middle School, 3215 N.W. 15 Ave., Gainesville, Fla. 32605 (904) 372-3483

HARTFORD, CONNECTICUT



ROBERT C. MILES, coordinator, is Assistant Superintendent of Instruction for the Hartford (Connecticut) Board of Education. He was previously a teacher and principal and chief school administrator in Merrick, Long Island, New York. He received a B.A. degree from the University of Oklahoma, a B.S. degree from New Haven State Teacher's College, and M.A. and Ph.D. degrees from the University of Connecticut.

Contact: Hartford Board of Education, 249 High Street, Hartford, Connecticut 06103 (213) 566-6594

Cluster starting date: March 18, 1972

LEONARD J. BERLINER, Vice Principal, John C. Clark Elementary School, 75 Clark St., Hartford, Conn. 06120 (203) 522-1281

JOSEPH W. CONSTANTINE, Supervisor of Guidance Services, Hartford Public Schools, 249 High St., Hartford, Conn. 06103 (203) 566-6386

PHILIP A. HALL, Department Head, Science, Talcott Jr. High School, 899 South Quaker Lane, West Hartford, Conn. (203) 233-8544

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HORACE HOLLOMAN, Principal, Simpson-Waverly School, 55 Waverly St., Hartford, Conn. 06112 (203) 549-2020

RICHARD F. KELLY, Director of Adult Education, Hartford Public Schools, 249 High St., Hartford, Conn. 06103 (203) 566-6030

HENRY C. LUCCOCK, Director, Curriculum, Hartford Public Schools, 249 High St., Hartford, Conn. 06103 (203) 566-6074

NEIL MACY, Administrator for Employer/Employee Relations, Hartford Public Schools, 249 High St., Hartford, Conn. 06103 (203) 566-6120

JOSEPH G. WOOD, Principal, Westwood Middle School, 3215 N.W. 15 Ave., Gainesville, Fla. 32605 (904) 372-3483

EDWIN M. MANSON, Supervisor, Multi-Media Resources, Hartford Public Schools, 249 High St., Hartford, Conn. (203) 566-6074

DOUGLAS MILITZOK, Supervisor of Industrial Arts, Sedgwick Jr. School, 128 Sedgwick Rd., W. Hartford, Conn. 06107 (203) 521-0610

WILLIAM L. MOLLOY, Principal, Noah Webster School, 5 Cone St., Hartford, Conn. 06105 (203) 523-4636

WILLIAM MULLIN, Superintendent of Schools, East Hampton, Conn. 06424 (203) 267-2604

NELIO L. NANNI, Vice Principal, Lewis Fox Middle School, 305 Greenfield St., Hartford, Conn. 06148 (203) 527-1871

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NORMAN J. SCHMITT, Assistant Superintendent, 90 Welles Dr., N., Newington, Conn. 06111 (203) 666-5467

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LAWRENCE P. SHEA, Principal, Windsor High School, 135 Capen St., Windsor, Conn. 06095 (203) 688-3683

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JACKSONVILLE, FLORIDA



BERNICE S. SCOTT, coordinator, is Coordinator, Special Programs in Continuing Education, University of Florida. She has been a teacher in Pennsylvania schools and for a number of years was associated with the Duval County (Florida) Schools, most recently as Associate, Planning and Design. She earned her B.A. degree at Hunter College, her M.A. degree at the University of Pittsburgh, and her Ed.D. degree at Teacher's College, Columbia University.

Contact: University of Florida, 807 Seagle Building, Gainesville, Florida 32601 (904) 392-2317

Cluster starting date: February 18, 1972

CECIL L. ALLISON, Principal, Oak Hill Elementary School, 6910 Daughtry, Jacksonville, Fla. 32210 (904) 771-5959

KENNETH W. BLAKESLEE, Director, Summer School, Duval County School Board, 1701 Davis St., Jacksonville, Fla. 32209 (904) 633-5398

SUSAN T. BRIDGES, Coordinator, Pupil Personnel Services, Duval County School Board, 1741 Frances St., Jacksonville, Fla. 32209 (904) 633-5810

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RICHARD L. CRUMP, Curriculum Assistant, Edward H. White Senior High, 1700 Old Middleburg Rd., Jacksonville, Fla. 32210 (904) 786-4020

BOBBY JOE FORD, Assistant Principal, Edward H. White Senior High, 1700 Old Middleburg Rd., Jacksonville, Fla. 32210 (904) 786-4020

BRIGITTE B. GARDNER, Dean of Girls, Arlington Junior High School, 8141 Lone Star Rd., Jacksonville, Fla. 32211 (904) 725-6022

STELLA M. GOURNEAU, Coordinator, Music, Duval County School Board, 1101 Peninsular Pl., Jacksonville, Fla. 32204 (904) 633-6110

JOHN W. GRIEDER, Supervisor, Individual Paced Studies, Duval County School Board, 1011 Peninsular Pl., Jacksonville, Fla. 32204 (904) 633-6030

MARGARET GRIFFIN, Curriculum Assistant, Sandalwood Jr.-Sr. High School, 2750 John Prom Blvd., Jacksonville, Fla. 32211 (904) 641-1020

SEVIER P. GRIFFIN, III, Principal, Florida Junior College, Downtown Campus, 343 E. Church St., Jacksonville, Fla. (904) 355-6645

JERRY R. GUGEL, Coordinator, ICS, Duval County School Board, 330 W. 9th St., Jacksonville, Fla. 32206 (904) 355-0791

BERT G. HOMAN, Headmaster, St. John's Country Day School, P.O. Box 518, Orange Park, Fla. 32073 (904) 264-9572

FRAZIER M. LONG, Principal, Edward H. White Senior High School, 1700 Old Middleburg Rd., Jacksonville, Fla. 32210 (904) 786-4020

JAMES E. McLAWHORN, Assistant Principal, Lake Shore Junior High School, 2519 Bayview Ave., Jacksonville, Fla. 32210 (904) 389-1152

JAMES W. RAGANS, Director, Classified Personnel, Duval County School Board, 1325 San Marco Blvd., Jacksonville, Fla. 32207 (904) 633-6350

MILTON A. RUSSOS, Director, Student Activities, Florida Junior College, Cumberland Campus, Jacksonville, Fla. 32205 (904) 387-8373

BARBARA ANNE SCOTT, Supervisor, Early Education, Duval County School Board, 1011 Peninsular Pl., Jacksonville, Fla. 32204 (904) 633-6060

RAY R. STASCO, Principal, Forrest Senior High School, 5530 Firestone Rd., Jacksonville, Fla. (904) 771-3000

NANNIE PAUL THOMAS, Elementary Area Director, Duval County School Board, 1011 Peninsular Pl., Jacksonville, Fla. 32204 (904) 633-6350

ROBERT A. THWEATT, Jr., Principal, Carter G. Woodson Elementary School, 2334 Butler St., Jacksonville, Fla. 32209 (904) 768-3221

ANN I. TILLMAN, Supervisor, Staff Development, Duval County School Board, 1011 Peninsular Pl., Jacksonville, Fla. 32204 (904) 633-6150

JOSEPH H. WILLIAMS, Supervisor, Career Opportunities Program, Duval County School Board, 1450 Flagler Ave., Jacksonville, Fla. 32207 (904) 633-5860

LOS ANGELES, CALIFORNIA



JACK J. JONES, coordinator, is Superintendent of Schools in the Ontario-Montclair (California) School District. His previous experience in California has been as teacher, supervisor and principal in the Alhambra City Schools and Superintendent of Schools in Borrego Springs Unified School District and Fontana Unified School District. He received his B.A. degree from Whittier College and his M.S. and Ed.D. degrees from the University of Southern California.

Contact: Ontario-Montclair School District, P. O. Box 313, Ontario, California 91761 (714) 983-9501

Cluster starting date: November 3, 1973

GEORGE N. ALLEBRAND, Director, Whittier Area Cooperative School, Whittier, Calif. 90603 (213) 941-8711

JOHN P. ANDREASSEN, Administrator, Special Services, San Jacinto Unified School District, San Jacinto, Calif. (714) 654-2169

DAVID W. ARBOR, Principal, Compton Unified School District, Compton, Calif. 90043 (213) 639-4321

IDA L. BARRINGTON, Vice Principal, John C. Fremont High School, 7676 S. San Pedro St., Los Angeles, Calif. 90003 (213) 758-4141

RAYMOND R. BAUER, Coordinator of Special Educational Programs, Goleta Union School District, Goleta, Calif. (213) 964-4821 (Ext. 45)

JACK E. BROWN, Director of Instructional Media, Anaheim Union H. S. District, 2360 W. LaPalma Ave., Anaheim, Calif. 92803 (714) 772-0080

ESTHER M. CALDWELL, Supervisor, Compton Unified School District, Compton, Calif. (213) 639-4321

RICHARD B. CALDWELL, Principal, Paramount High School, Paramount, Calif. (213) 630-3131

LOWELL R. CARTER, Principal, El Modena High School, Orange, Calif. (714) 639-1381

MARVIN L. CRAWFORD, Jr., Administrative Analyst, Compton Unified School District, Compton, Calif. (213) 639-4321

ALTHEA L. DEGREE, Coordinator, Human Relations, Compton Unified School District, Compton, Calif. (213) 537-0616

STANFORD L. FAHRING, Principal, Mountain View High School, Santa Ana, Calif. (213) 540-2280

WILLIS E. FLANAGAN, Principal, Santana High School, La Puente, Calif. (213) 965-5971

CARL F. FORSELL, Assistant Principal of Guidance, Valle Lindo School District, 1431 N. Central St., South El Monte, Calif. (213) 444-2695

HENRY P. GALLINA, Curriculum Coordinator, Lompoc Unified School District, Lompoc, California 93436 (805) 736-2371

MARY C. GIBBINGS, Executive Intern Advisor, Compton Unified School District, Compton, Calif. (213) 639-4321

JOHN J. GRADY, Principal, Vista High, Lynwood, Calif. (213) 638-7791

LUTHER W. HOLLIS, Principal, Longfellow School, Compton, California, (213) 639-4321

HAROLD HYMAN, Principal, Compton City School, Compton, Calif. (213) 639-4321

LOUIE S. JOSEPH, Principal, Orange Unified School District, Orange, Calif. (714) 998-2520

DANIEL J. KAMMER, Guidance Consultant, Kern County Superintendent of Schools Office, 1415 Truxtun, Bakersfield, Calif. 93305 (714) 327-2111

HERLINDA LEONG, Principal, Los Nitos Intermediate School, Santa Fe Springs, Calif. (213) 692-8705

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ONWARD MONTGOMERY, Assistant Principal, Davis Junior High School, Compton, Calif. (213) 639-4321

JAMES A. PERRY, Dean of Students, Delano Joint Union H. S. District, Delano, Calif. (805) 725-3851

FRANK M. ROBLES, Principal, Wilmington Park School, Los Angeles Unified School District, Los Angeles, Calif. 90274 (213) 375-6229

ESTELLE L. SCHULTZ, Director, Compton Unified School District, Compton, Calif. (213) 639-4321

EDGAR Z. SEAL, Assistant Principal, El Modena High School, Orange, Calif. (714) 639-1381

EMMA L. THOMPSON, Assistant Principal, Compton Unified School District, Robert F. Kennedy Elementary, Los Angeles, Calif. 90043 (213) 537-2700

RICHARD C. WHITESIDE, Assistant Principal, Mt. View High School, Santa Ana, Calif. 92705 (714) 540-2280

JOHN E. WINTERS, Assistant Principal, Colin P. Kelly Elementary, Compton, Calif. 90221 (213) 537-2700

MICHIGAN



GENE E. MEGIVERON, coordinator, is Superintendent of Monroe (Michigan) Public Schools in Monroe, Michigan. In Michigan, he was the District Director of Child Accounting and assistant principal in Garden City Public Schools, assistant principal and principal in the Crestwood School District, and principal and Assistant Superintendent for Secondary Education in the Waterford School District. He received his B.S. and M.A. degrees from Eastern Michigan University and his Ed.D. degree from Wayne State University. He has done post-doctoral study at Michigan State University, University of Massachusetts, and University of Southern Alabama.

Contact: Monroe Public Schools, 1275 North Macomb Street, Monroe, Michigan 48161 (313) 241-0330

Cluster starting date: May 26, 1973

JOHN S. (STEVE) ALQUIRE, Principal, Bear Lake Schools, Bear Lake, Mich. 49614 (616) 864-3133

JOHN J. (JACK) ARBOUR, Principal, Wylie Middle School, Dexter, Mich. 48130 (616) 426-3993

NEIL W. BOUGHNER, Curriculum Coordinator, Ypsilanti Public Schools, Ypsilanti, Mich. 48197 (313) 482-9762

ROBERT EISENLOHR, Superintendent, Bear Lake Schools, Bear Lake, Mich. 49614 (616) 864-3133

R. BARRIE FELL, Principal, Michael Hamady High School, Flint, Mich. 48504 (313) 785-9891

CLYDE C. FISCHER, Superintendent, Brandon School District, Brandon, Mich. (313) 627-3755

HERBERT GABEHART, Principal, Hamady Junior High School, Westwood Heights, Mich. (313) 785-9891

GARLAND HALLINAN, Principal, Grosse Isle High School, 7800 Grays, Grosse Isle, Mich. (313) 675-1550

JAMES D. HILLEY, Director, Special Education, Intermediate Schools, Genesee Intermediate Schools, 2413 West Maple Ave., Flint, Mich. 48507 (313) 232-9161

LEROY V. (VERN) HOYT, Principal, Bear Lake High School, Bear Lake, Mich. (616) 864-3133

NORMAN KEE, Administrative Assistant to Superintendent, Plymouth Community School District, Plymouth, Mich. (313) 453-0200

HARRY SHARP, Principal, Linden Schools, Linden, Mich. (313) 629-4189

WILLIAM (BILL) SNOOZY, Principal, Fenton Middle School, Fenton, Mich. (313) 629-4189

IRWIN SUTTER, Administrative Assistant to Superintendent, Northville Schools, Northville, Mich. (313) 349-3400 (Ext. 37)

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KENNETH WEGNER, Assistant Principal, Fenton High School, Fenton, Mich. (313) 629-4167

JOSEPH KOZIOL, Assistant Principal, Northwest High School, Jackson, Mich. (517) 569-2244

LOUIS D. KRAMER, Assistant Principal, Wyoming Park, Wyoming, Mich. (616) 538-1850

DENNIS McMAHON, Principal, Lowell High School, Lowell, Mich. (616) 897-9216

JOHN A. MOTON, Assistant Superintendent, Buena Vista School District, Saginaw, Mich. (517) 755-2184

JEROME (JERRY) PAVLOV, Principal, Gibraltar High School, Gibraltar, Mich. (313) 379-9617

LEE RANDALL, Principal, Monroe Public Schools, Monroe, Mich. (313) 241-0330

LAWRENCE RUBECK, Principal, Northwest High School, Jackson, Mich. (517) 569-2244

ELMER RUSSELL, Superintendent, Westwood Heights Schools, Flint, Mich. 48504 (313) 785-3404

NEW HAVEN, CONNECTICUT



ROCCO ORLANDO, coordinator, is Associate Professor—Administration and Supervision Department at Southern Connecticut State College. He taught in elementary and high schools throughout Connecticut. He has also taught at New Haven College, the University of Bridgeport, and the University of Connecticut. He received his B.A. degree from the University of Connecticut, his B.S. degree from Southern Connecticut State College, his M.A. degree from Fairfield University, and his Ph.D. degree from the University of Connecticut.

Contact: Southern Connecticut State College, 501 Crescent Street, New Haven, Connecticut 06515 (203) 397-2101 (Ext. 448)

Cluster starting date: November 4, 1972

ALBERT ALEXANDER, Assistant Principal, Hamden High School, 2040 Dixwell Ave., Hamden, Conn. 06514 (203) 248-9311

ANTHONY BESCHER, Supervising Principal, Indian Neck School, 12 Melrose Ave., Branford, Conn. 06425 (203) 488-1050

LAWRENCE F. CAFERO, Principal, Ponus Ridge Middle School, Hunters Lane, Norwalk, Conn. 06850 (203) 847-0481 (Ext. 346)

ANDREW CARRANO, Assistant Executive Director, ACES, Village Street School, North Haven, Conn. 06473 (203) 562-9967

DANIEL CENTER, Jr., Superintendent of Schools, 47 Bridge St., New Milford, Conn. 06776 (203) 354-3235

NATHAN CHESLER, Principal, New Milford High School, 25 Sunny Valley Rd., New Milford, Conn. 06776 (203) 354-3936

JOSEPH F. DePAOLO, Consultant, State Department of Education, State Office Bldg., Room 362, Hartford, Conn. 06115 (203) 566-2098

JOSEPH C. DeVITA, Principal, Brien McMahon High School, Highland Ave., Norwalk, Conn. 06854 (203) 847-0481 (Ext. 413)

JOHN ESPOSITO, Principal, Troup Middle School, 259 Edgewood Ave., New Haven, Conn. 06511 (203) 562-0151 (Ext. 298, 295)

PHILIP M. FALLON, Principal, Holmes Elementary School, 18 Hoyt St., Darien, Conn. 06820 (203) 655-0794

GEORGE P. FITCH, Principal, Hamden High School, 2040 Dixwell Ave., Hamden, Conn. 06514 (203) 248-9311

JAMES J. FORCELLINA, Administrative Principal, Brien McMahon High School, Highland Ave., Norwalk, Conn. 06854 (203) 847-0481 (Ext. 445)

ROBERT S. HANSEN, Assistant Principal, Hamden High School, 2040 Dixwell Ave., Hamden, Conn. 06514 (203) 248-9311

RICHARD S. KELLEY, Vice Principal, Avon Middle School, West Avon Rd., Avon, Conn. (203) 673-3221

ANTHONY J. LaCAVA, Jr., Projects Director, Office of Educational Grants, Croft Bldg., 20 South Elm St., Waterbury, Conn. 06702 (203) 756-4050/757-1191 (Ext. 292/394)

REGINALD MAYO, Acting Assistant Principal, Troup Middle School, 259 Edgewood Ave., New Haven, Conn. 06511 (203) 562-0151

ARTHUR MICHALS, Director of Social Work, Pupil Personnel Office, 758 Main St., East Hartford, Conn. 06108 (203) 289-7411 (Ext. 269)

HENRY MIGLIORE, Assistant Principal, Brown Middle School, 980 Durham Rd., Madison, Conn. 06443 (203) 245-7371

MICHAEL L. MURO, Assistant Principal, Brien McMahon High School, Highland Ave., Norwalk, Conn. 06854 (203) 847-0481 (Ext. 435)

D. FRANK ORSOMARSO, Assistant Superintendent, Newington School System, 90 Welles Drive North, Newington, Conn. 06111 (203) 666-5467

JOSEPH A. PIETROSANTE, Director of Guidance, Hamden High School, 2040 Dixwell Ave., Hamden, Conn. 06415 (203) 248-9311 (Ext. 53)

FRANKLIN P. PLUMMER, Superintendent of Schools, Bethany Public Schools, Peck Rd., Bethany, Conn. 06525 (203) 393-3243/393-2234

CARL VENDITTO, Director of State/Federal Programs, Bristol Bd. of Education, 985 Farmington Ave., Bristol, Conn. (203) 584-0971

GEORGE T. VITELLI, Superintendent of Schools, Eels Hill Rd., Milford, Conn. 06460 (203) 878-5771

NEW ROCHELLE, NEW YORK



ROBERT R. SPILLANE, coordinator, is Superintendent of Schools, City School District of New Rochelle (New York). He has been a teacher, principal, Assistant Superintendent in Connecticut Schools, and a Superintendent of Schools in New Jersey and New York. He earned his B.S. degree at Eastern Connecticut State College and his M.A. and Ph.D. degrees at the University of Connecticut.

Contact: City School District of New Rochelle, 515 North Avenue, New Rochelle, New York 10801 (914) 632-9000

Cluster starting date: April 8, 1972

PAUL AMROD, Chairman, Pupil Personnel Services, Ramapo School District #2, Spring Valley, N.Y. (914) 356-4100

ROBERT BACKER, Assistant Superintendent of Schools, Monroe Township Public Schools, Williamstown, N.J. (609) 629-7444

CHRISTOPHER DARDIS, Chairman, Education Department, Manhattan College, The Bronx, N.Y. 10471 (212) 548-1400

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Mrs. ILENE GERBER, Coordinator of Guidance Services for Alternative Programs, Herrick Public Schools, Herrick High School, New Hyde Park, N.Y. 11040 (516) 741-7800 (Ext. 298)

Mrs. DIANE GESS, Assistant Principal, Hillcrest School, Ramapo School District #2, Spring Valley, N.Y. (914) 356-4100 (Ext. 275)

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STANFORD MASIN, Superintendent of Schools, Wellsville Central School District, Wellsville, N.Y. (716) 593-5761

IRVING MILLER, Superintendent of Schools, Greenburgh CSD #17, Greenburgh, N.Y. (914) 761-6000

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RICHARD T. OLCOTT, Assistant to the Superintendent for General Administration, New Rochelle Public Schools, 515 North Ave., New Rochelle, N.Y. 10801 (914) 632-9000

RONALD PARAS, Principal, Deer Park Public Schools, Deer Park, N.Y. (516) 607-3200

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JOHN V. POZZI, Principal, Roosevelt Elementary School, New Rochelle Public Schools, New Rochelle, N.Y. (914) 632-9000

SEYMOUR SAMUELS, Director-Pupil Personnel Services, New Rochelle Public Schools, New Rochelle, N.Y. (914) 632-9000

IRA SARISON, Principal, Oceanside Junior High School, Oceanside, N.Y. (516) 768-1200

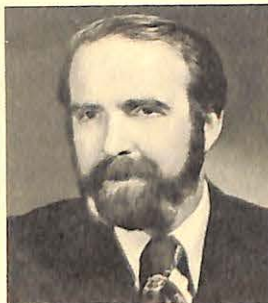
STAN TOLL, Principal, Ossining High School, 29 South Highland Ave., Ossining, N.Y. 10562 (914) 941-7700

JOHN E. WHITNEY, Principal, Finley Junior High School, Huntington, N.Y. (516) HA 1-5520

JOSEPH ZAVARELLA, Principal, Hendrik Hudson-Furnace Wood Elementary School, Yorktown Heights, N.Y. (914) 737-7500 (Ext. 50)

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NEW YORK CITY, NEW YORK



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Cluster starting date: October 28, 1972

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Cluster starting date: April 15, 1972

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Cluster starting date: March 31, 1973

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PINELLAS COUNTY, FLORIDA



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Cluster starting date: May 27, 1972

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RICHMOND, VIRGINIA



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Cluster starting date: March 17, 1973

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Cluster starting date: October 14, 1972

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WASHINGTON, D.C.



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Cluster starting date: May 13, 1972

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Cluster starting date: May 5, 1973

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To enroll in the program it is necessary to have a school administrative license or other credentials, a master's degree from an accredited institution, current employment in a school leadership capacity, and letters of recommendation directly from selected individuals. A transcript of the candidate's record must come directly from the institution awarding the master's degree. Transfer credits are not accepted in fulfillment of Ed.D. requirements.

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from state to state that any attempt to train for specific positions would inhibit the program by making it controlled by the existing credentialing system.

Credits are granted, however, only for total modules which include study areas and practicums. Such modules vary in length of time spent, number of study areas covered, and complexity of practicum involvement, as follows:

Module	1	2
Study Area	A	B C
Practicum	Mini	Midi
Credits	9	18

Module	3
Study Area	D E F
Practicum	Maxi I
Credits	27

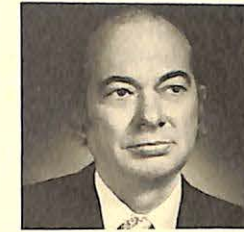
Module	4
Study Area	G H
Practicum	Maxi II
Credits	18

The sequence in which the eight study areas are covered varies from cluster to cluster. The sequence of practicum work is intended to carry a participant through efforts of increasing complexity.

The initial module consists of one study area and a Mini practicum which may or may not relate to the study area covered at that time (9 credits). The second module consists of two study areas and a Midi practicum (18 credits). The third module consists of three study areas and a Maxi I practicum (27 credits). The fourth module consists of two study areas and a Maxi II practicum (18 credits). An entire module must be completed satisfactorily before the Registrar will issue credit for a participant's effort.

THE STAFF

DONALD P. MITCHELL, Director of the National Ed. D. Program for Educational Leaders, received the Ed. M. and Ed. D. degrees in educational administration from the Harvard Graduate School of Education. The University of New Hampshire and Massachusetts State College awarded him the B.S.



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GERALD E. SROUFE, Director of Instruction is also a Senior National Lecturer in the Education Policy Systems. He earned his Ph.D. in education at the University of Chicago. He has served on the faculties of Chicago and Claremont Graduate School. He was previously Executive Director of the National Committee for the Support of Public Schools, Washington, D.C., and has been a consultant to the National Association of State Boards of Education, the U.S. Office of Education, NIE, and several state departments of education. Pertinent publications include *Educational Futurism in 1985* (written with Hack, Briner, Knezevitch, Lonsdale and Olm, McCutchan Press, 1972), *Strengthening State Departments of Education* (with Roald Campbell and Donald Layton, Chicago: Midwest Administration Center), and "State Boards of Education and the Education Policy Systems," (*Planning and Changing*).



SAM O. KAYLIN, Associate in Practicums, has written more than 500 published articles in his career as an editor and writer. He is co-author of *Case Studies in Shopping Center Development and Operation* written for the Harvard Business School and published in 1973 by the International Council of Shopping Centers. His most recent book, *How to Create a Shopping Center*, was published in 1973 by *Shopping Center World* magazine, for which he is Consulting Editor. He wrote *Food Warehousing and Transportation* as a textbook for Cornell University; it was published in 1968 by Chain Store Publishing Corp. He was for 30 years the Editor of *Chain Store Age* and was also the Editor of *Shopping Center Age*. He was also Director of Publications of the International Council of Shopping Centers. He received the B.S. degree in social sciences from The City College of New York and the M.A. degree in education from New York University. He was a Lecturer in Retailing at New York University from 1950 to 1960. Eta Mu Pi, the retailing scholarship society, awarded him honorary membership. He has lectured at Michigan State University, Pennsylvania State University, William and Mary, and The City College of New York, among other institutions. He is a former president of the National Conference of Business Paper Editors and was the recipient of the Jesse H. Neal and Audit Bureau of Circulations awards for editorial excellence.



MURRAY HEYERT, Associate in Practicums, won the O. Henry award for short story writing some 40 years ago. His subsequent career in communications was in the fields of engineering, electronics, aerospace and computers. He is the author of *Microwave Measurements Manual*, Narda Microwave Corp., Plainview, N.Y., and has published numerous articles in engineering and technical publications as well as in the general circulation and business press. He was Director of Curriculum and Course Development, Electronics Department, New York School of Aircraft Instruments, and Director of the Publications Department, Avien, Inc., New York, N.Y. He attended the New York University School of Education and the Pennsylvania State School of Aeronautics, and is licensed for teaching in vocational schools by the New York State Department of Education. He has been a consultant for various national companies in the electronics, aerospace, and computer industries.



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